

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	The University of St Mark and St John
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	FdSc
<b>1.5 FHEQ Level:</b>	4, 5
<b>1.6 Programme Title:</b>	Nursing Associate
<b>1.7 Mode and Duration of Study:</b>	Full Time – Two Years
<b>1.8 School:</b>	Health and Wellbeing
<b>1.9 HECoS Code:</b>	100476
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	N/A
<b>1.12 Admission Criteria:</b>	Apprentices will be required to demonstrate values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates and capability to learn behaviours in accordance with The Code.
	<b>Entry Requirements:</b>
	<ul style="list-style-type: none"><li>• GCSE Maths Grade 4 / C or above or L2 Functional Skills</li><li>• GCSE English Grade 4 / C or above or L2 Functional Skills</li><li>• 72-120 UCAS Tariff points total from A-levels, BTEC or equivalent Level 3 qualifications</li><li>• BTEC - BTEC National Diploma/QCF Extended Diploma</li><li>• Access course: Pass an Access to HE Diploma with at least 30 credits at merit</li><li>• Equivalent qualifications may be considered, including workplace delivered NVQs</li><li>• If English is not the applicant's first language and they do not have GCSE English Grade 4 /C or above or L2 Functional Skills, then IELTS (or equivalent qualification) will be required with an overall score of at least 7.0 (at least 6.5 in</li></ul>

all elements sections) in accordance with NMC Guidance.

**Applicants will also need satisfactory:**

- Occupational Health Assessment
- Disclosure and Barring Service (DBS) Enhanced Disclosure

**1.13 Accrediting Professional Body/PSRB:**

Nursing and Midwifery Council (NMC)

**1.14 QAA Subject Benchmarking Group(s):**

N/A

**1.15 Other External Points of Reference:**

IfATE: Nursing Associate (NMC, 2018) Standard

QAA higher Education in Apprenticeships Characteristics Statement (2002)

QAA Foundation Degree Characteristic Statement (2000)

The Framework for Higher Education

Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)

QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)

Standards Framework for Nursing and Midwifery Education (NMC) (2018)

Part 2: Standards for Student Supervision and Assessment (NMC) (2018)

Standards for pre-registration Nursing Associate programmes (NMC) (2018)

Standards of proficiency for Nursing Associates (NMC) (2018)

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates

English

**1.16 Language of Study (for learning, teaching and assessment):**

**1.17 Work-Based Learning Arrangements:**

The Apprentice Nursing Associate will be based, as an employee prior to the commencement of the programme. On-the-job training is agreed with the employer as part of the commitment statement within an agreement of responsibilities of all parties. The Apprentice Nursing Associate will undertake a minimum of 1150 hours of protected practiced based learning across the duration of the programme, as outlined in the NMC Standards for pre-registration Nursing Associate programmes.

**1.18 Foundation Degree Progression Routes:**

N/A

**1.19 Arrangements for Distance Learning:**

N/A

**1.20 Original Date of Production:**

July 2022

**1.21 Date of Commencement:**

September 2023

**1.22 Review Date:**

August 2029

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## 2. Programme Outline

This two-year higher-level degree apprenticeship has been specifically designed to prepare apprentices for eligibility to register with the Nursing and Midwifery Council (NMC) as a Nursing Associate Registrant upon successful completion of the programme. It is delivered within a supportive learning environment. Through a range of theory and practice-based learning modules, apprentices will develop their knowledge, skills and professional behaviours to support nursing teams to deliver high-quality, safe, person-centred care through achievement of proficiencies as required by the NMC (2018) Standards of proficiency for nursing associates as follows:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Provide and monitor care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care
7. Annex A: Communication and relationship management skills
8. Annex B: Procedures to be undertaken by the nursing associate

In accordance with the NMC (2018) Standards for pre-registration nursing associate programmes, the programme includes 2300 hours of study including a minimum of 1150 hours – or 50% of the programme - in clinical practice in a range of settings across the lifespan, supporting nursing teams across any of the four branches of nursing. In Year 1, apprentices will develop their knowledge and skills about professional accountability and how to develop therapeutic relationships and communicate effectively, compassionately and empathetically with patients, their carers and families. Through applied anatomy, physiology and procedural skills through high-fidelity simulated learning, apprentices will develop robust assessment and monitoring skills in order to identify risks and provide safe, evidence-based, high-quality, holistic and integrated care. Throughout the year, apprentices will learn how to apply their new knowledge to practice in their allocated clinical area.

In Year 2, apprentices will develop their knowledge and skills of reflective practice, continuing professional development and maintaining a healthy work-life balance to effectively manage the demands of professional practice and personal health and wellbeing. Apprentices will also develop their knowledge and skills about public health issues, considering inequalities in healthcare provision and explore how to promote health and prevent ill health in this context. Apprentices will also develop their knowledge and skills of pharmacology principles and safe working practices, to ensure the safe administration of medicines, whilst understanding ethico-legal frameworks and the importance of mental capacity, best interest decisions and valid consent. The final module in Year 2 will give apprentices the opportunity to explore an aspect of patient safety, in order to develop understanding of system and human factors associated with this and considering implications for future professional practice as a nursing associate registrant. As in Year 1, throughout the year, apprentices will learn how to apply their new knowledge to practice in their allocated clinical area.

The programme closely adheres to the six core values (2021) of Britain's National Health Service (NHS) enshrined within the NHS Constitution. This was developed by patients, the public and NHS staff to inspire passion in the NHS, guide it in the 21st century, and provide common ground for cooperation in achieving shared aspirations and includes:

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1. Working together for patients
2. Respect and dignity
3. Commitment to quality of care
4. Compassion
5. Improving lives
6. Everyone counts

Following successful completion of the first year of studies, apprentices, who are no longer able to continue their studies on the Nursing Associate programme can either exit with a Certificate of Higher Education or transfer their studies onto a non-apprenticeship, non-clinical programme of studies. Apprentices will be supported, in partnership with their employers, with the decision to transfer their studies onto a non-apprenticeship non-clinical programme at the end of the first year of studies.

Successful completion of the Higher-Level Apprenticeship (FdSc) Nursing Associate programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered Nursing Associate.

### **Admissions Criteria**

Applicants to the programme will be selected through a joint selection process with employers and service users using a values-based recruitment process.

Potential applicants applying must demonstrate the following on entry to the programme:

- Values in accordance with The Code
- Capability to learn behaviours in accordance with The Code

### **Entry Requirements:**

- GCSE Maths Grade 4 / C or above or L2 Functional Skills
- GCSE English Grade 4 / C or above or L2 Functional Skills
- 72-120 UCAS Tariff points total from A-levels, BTEC or equivalent Level 3 qualifications
- BTEC - BTEC National Diploma/QCF Extended Diploma
- Access course: Pass an Access to HE Diploma with at least 30 credits at merit
- Equivalent qualifications may be considered, including workplace delivered NVQs

If English is not the applicant's first language and they do not have GCSE English Grade 4 /C or above or L2 Functional Skills, then IELTS (or equivalent qualification) will be required with an overall score of at least 7.0 (at least 6.5 in all elements sections) in accordance with NMC Guidance.

### **Applicants will also need satisfactory:**

- Occupational Health Assessment
  - Disclosure and Barring Service (DBS) Enhanced Disclosure
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## **2.1 Integrating Sustainability into the Curriculum**

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all apprentices who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books.

We will promote apprentices' wellbeing and develop resilience, in the self and others. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity.

The programme team works hard to develop and maintain strong partnerships with regional and local healthcare providers in order to respond to workforce requirements and provide a range of clinical placements for apprentices to develop the required knowledge, skills and professional behaviours in practice. Apprentice nursing associates are paid employees who will attend placements which will include protected learning time and experiencing the full range of hours expected of the nursing workforce. The team also works alongside other university-wide agendas such as employability and learner engagement to embed these concepts more widely.

Higher Education is recognised as an important ground for application of sustainability skills. The team uses a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project-based learning are used to develop systemic thinking and analysis. This will be applied to simulated learning in the Clinical Skills Suite.

## **3. Distinctive Features**

Plymouth Marjon University is well established locally with underpinning values which support preparation for professional roles and define the culture of this programme. Learners are encouraged to 'make a difference' to individuals and society through creating human connections and community. This value encourages learners to take an interest in others and supports the development of humanity and compassion, essential qualities for future caring professionals. Learners are also encouraged to be ambitious through working together and sharing achievements so that everyone is empowered to be the best they can be. This value strongly supports the delivery of modern healthcare where interprofessional teams work collaboratively to ensure the patient / service user is at the centre of expert, integrated care. Learners are also encouraged to be engaged and curious and to think about new possibilities when approaching a problem or challenge. This approach fosters creativity and opportunities to develop potential and will help to prepare students for their future roles as agents of change in challenging and complex healthcare environments. To support this, learners are encouraged to nurture self-belief, independence and wellbeing and in doing so are able to identify their own strengths and vulnerabilities and learn to pro-actively manage these. This level of personal awareness and development not only builds resilience but is also at the centre of professional healthcare practice because of its impact on performance in a safety critical environment.

Whilst apprentices develop their own knowledge, skills and professional behaviours for future practice as nursing associates, they will also be encouraged to learn about the roles of others and their contribution within the interprofessional team. This is critical to the quality of care delivered as each professional brings expert knowledge to address different health needs, thus encouraging

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the delivery of holistic, person-centred care. To support this apprentice Nursing Associate will have multiple opportunities to learn and work alongside interprofessional colleagues whilst in practice placements and apprentices will be encouraged to maximise their learning through 'shadowing' and following the patient / service user journey to understand how professional teams interact and the complementary nature of each other's roles.

To promote a breadth of learning and experience, apprentices will learn across a range of clinical practice settings, learning in 'the real world', which facilitates work-readiness and personal and professional development. Practice-placement learning makes up 50% of the programme hours with a breakdown of external placement hours and on the job protected learning time completing a minimum of 575 hours per year to achieve the required 1150 hours over the two-year programme. If an apprentice is unable to complete the 575 hours by the end of Year 1 this will be recorded as a professional fail. Providing the apprentice has passed the academic elements of the programme, the hours, subject to a maximum of 30, may be completed in Year 2.

The use of 'Spokes' will maximise the learning opportunities offered by diverse and non-traditional settings, offering exposure to opportunities to care for people across the lifespan, with mental and physical health needs and learning disabilities. Enhanced practice learning days rooted in clinical practice, provide opportunities to critically reflect on and consolidate learning, complete project and inter-professional learning activities and for apprentices to seek additional support as necessary to promote inclusive learning in the practice setting.

Opportunities for interdisciplinary learning and working with a range of other professionals including osteopathy, physiotherapy and speech and language students is facilitated in enhanced learning days and workshops, during skills and simulated learning, during simulated CLiP (Collaborative Learning in Practice) ward sessions and in the practice setting.

To promote the application of academic theory to clinical practice, Marjon has installed a 4 bed Acute Hospital Ward Setting including Nurses Station, which includes 3 high fidelity scenario trainers in the form of Nursing Anne. The ward area replicates the hospital environment and is complete with hospital beds, bed side cabinets, hoists, patient monitoring equipment, emergency trolleys and a variety of other equipment which supports apprentices across professions in competency related skills. This includes Basic Life Support (BLS) and Moving and Handling as well as other practical sessions such as task, situational, emotional and social awareness as well as non-technical skills, critical decision making, team working, risk management and assertive communication.

To support the development of future professional participating in the delivery of integrated acute, community and social care, Marjon will have an additional space which will house a mock-up flat, fully equipped to mimic the real-life environments. This will ensure apprentices develop the knowledge, skills and professional values and adaptability required to practiced safely in someone's home compared to an acute setting. Simulated, problem-based learning in the hospital ward, community and social care settings offers a learning environment in which apprentices can practice assessing, planning, implementing and evaluating nursing care in lifelike circumstances using the immersive simulation and receive immediate feedback from observers, peers and actor-patients. This will help apprentices to develop and improve their knowledge and skills and also offers the possibility of future employment across a range of settings

All lectures and clinical simulation workshops will be delivered by professionals within the field of nursing as well as specialists in other areas. The programme team will represent a range of

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qualified, research-active professionals with extensive experience of working within the health and/or social care sector. In recognition of the importance and significant contribution that people who use services, carers and their families can bring to learning, their involvement is embedded throughout the curriculum, from recruitment, contributing to teaching through to advising on assessment strategies. This ensures that apprentices gain an insight into and responding to the people who use services and their families voice but most importantly they gain an understanding of the impact care has on individual groups.

All Apprentice Nursing Associates are supported in practice in accordance with current NMC (2018) Standards for student supervision and assessment. Following the Initial Interview with the allocated Practice Assessor to identify learning and development needs, apprentices will be supported by Practice Supervisor(s) who are allocated *for each placement* and liaise with the Practice Assessor regarding progress. Like Practice Assessors, Practice Supervisors complete preparation and training and are cognisant with the programme and learning and assessment requirements for the relevant stage of training. The Practice Supervisor is responsible for supervising, supporting, and guiding the apprentice whilst on practice placement to ensure effective learning and adequate preparation for planned formal assessments completed by the allocated Practice Assessor. These include episodes of care and medicines management.

#### **4. Programme Aims**

The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. They have been mapped to the NMC Standards of Proficiency for Nursing Associates (NMC, 2018b). The programme provides opportunities for apprentices to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes.

The aims of the programme are to:

- Develop Nursing Associates who are competent, confident, compassionate, accountable professionals who are eligible for entry to the NMC Register and uphold The Code (NMC, 2018a)
- Provide opportunity through the integration of practice-based learning and theory, to support trainee Nursing Associates to provide safe, person-centred, high quality care across the lifespan and in a range of settings, and working within their scope of professional practice.
- Facilitate the development of contemporary knowledge, skills, and professional values and behaviours to work in partnership with individuals, their families and carers and the wider health and social care team.
- Develop a range of transferable skills, to support trainee Nursing Associates to become resilient, caring, reflective, life-long learners, applying a wide range of evidence-based knowledge to underpin their professional practice in changing and varied healthcare environments.
- Develop decision-making, complex problems-solving, team working and leadership skills to contribute to the implementation of quality improvement strategies and safely delegate nursing care/interventions to ensure delivery of safe, effective, high quality care provision.

#### **5. Programme and Level Learning Outcomes**

##### **Knowledge & understanding:**

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By the end of this programme apprentices will be able to demonstrate:

1. Critical understanding of healthcare related ethical, legal and professional principles to promote equality, diversity, dignity and compassionate care within own scope of practice.
2. Application of knowledge, skills and professional behaviours to support nursing assessment, planning, implementation and evaluation of safe, high quality, person-centred care.
3. Critical evaluation of health promotion and disease prevention principles in maintaining and improving the physical and mental health and wellbeing of individuals in different settings and across the lifespan.
4. Critical analysis regarding the importance of interprofessional teamwork and integrated care delivery to support holistic care across healthcare organisations, including the NHS, independent and voluntary sectors.

### **Intellectual skills:**

By the end of this programme apprentices will be able to demonstrate:

5. Effective communication skills and attributes of a reflective practitioner and autonomous learner, with commitment to personal and professional development, including resilience.
6. Deployment of critical thinking, problem-solving and enquiry skills in order to appraise and interpret healthcare information, and its quality and relevance to care.
7. New competencies in effective leadership, management, and teamwork in contemporary healthcare.
8. Critical evaluation of the required skills to access, input and analyse information using a range of verbal, non-verbal, written and digital communication skills.

### **Practical skills:**

By the end of this programme apprentices will be able to demonstrate:

9. Critical understanding of safe and effective communication using a range of interpersonal skills and technological approaches that are supportive of a range of individuals, their families and carers and the wider health and social care team.
10. Critical understanding of principles underpinning safe and accurate performance of a range of skills to support the assessment, planning, implementation and evaluation of care delivery across the lifespan and in a range of settings.
11. Critical understanding and application of a range of approaches to assess, identify and manage risk safely and effectively in practice and in line with published frameworks and risk assessment tools, escalating concerns as appropriate.
12. Critical analysis of collaborative and partnership working with individuals, their families, carers and other members of the multi-disciplinary team to provide integrated person-centred care, whilst recognising own limitations and professional boundaries.

### **Transferable / key skills:**

By the end of this programme apprentices will be able to demonstrate:

13. The qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
  14. A critical understanding and awareness of reflection and of reflective practice in alignment with the values and behaviours of a Registered Nursing Associate.
  15. Competent situational judgement in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health.
  16. Take responsibility and deploy key techniques for personal and professional learning and development.
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17. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

## **6. Learning and Teaching Methods**

The programme aligns to the Learning and Teaching Strategy 2020 – 2025 for Plymouth Marjon University with the overall vision “to inspire creative and engaging learning environments, to embrace the holistic development of those within the University community and to deliver an authenticity of experience to empower self-realisation”. The University values are at the heart of all learning and teaching.

The key principles which underpin the strategy include:

- a) Holistic and pedagogical approaches
- b) Flexible and engaging learning environments
- c) Personal and career development
- d) Creative learning communities
- e) Authentic curriculum and assessment design

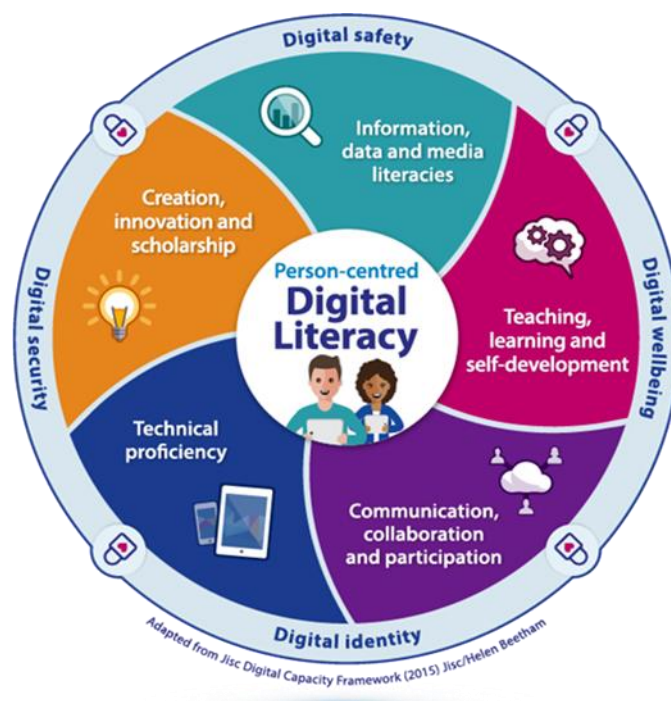
The programme team are committed to providing a stimulating and engaging learning experience using innovative, evidence-informed, professional and practice-based learning employing contemporary learning tools and sophisticated interactive digital technologies. At Plymouth Marjon University we acknowledge the collaborative nature of learning and the importance of those involved in the learning experience as co-creators and co-producers of knowledge. PMU learning environments are well resourced and actively support collaborative learning experiences through teamwork and activity-based learning. This is enhanced through fluidity between learning environments, including the physical classroom; online learning via the internet and complementary e-Learning. In addition to this, apprentices will engage in learning experiences pivotal to their programme and future role as a nursing associate registrant. This will be achieved by the apprentice taking on the role of the nursing associate to assess, plan, implement and evaluate care for ‘virtual patients’ using high fidelity, interactive digital simulation. Virtual patients can expose learners to simulated clinical experiences, providing mechanisms for information gathering and clinical decision making in a safe environment (Eysenbach and Marusic, 2019). Simulated based learning integrates the complexities of practical and theoretical learning through repetition, feedback, evaluation, and reflection and creates a space where learners and teachers can discuss and reflect on dilemmas and situations experienced in simulated or clinical practice (Bland et al, 2011). Importantly, this approach encourages the development of critical thinking and clinical reasoning skills which enables practitioners to manage uncertainties in clinical practice and contribute to safe and effective care across a range of settings (Stenseth et al, 2022). The Clinical Education and programme team will work collaboratively with apprentices and employers to develop a supportive practice environment where apprentices work with practice supervisors and other professionals who act as role models and coaches, and jointly solve problems. This enables the apprentice to extend their knowledge (Rogoff, 1995).

The programme supports personal and career development as apprentices undertake academic and practical studies to prepare them for a specific professional role to support nursing and interprofessional teams to deliver safe and effective person-centred care. Upon qualifying, apprentices will be able to contribute to local healthcare needs, having developed as confident and

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independent practitioners with the ability to self-reflect, think critically and solve complex problems using evidence-based reasoning facilitated by a robust curriculum delivered by an experienced programme team and expert practitioners. Apprentices will also develop teamworking skills, understanding how to engage with others through effective communication and social interaction (Tomasello, 2004) and developing as an active and engaged learner through a range of modules and varied assessments. Student engagement and partnership is at the centre of the nursing associate programme and apprentices will be encouraged to develop their understanding of local, national and global healthcare challenges and their role in positively contributing to these as lifelong learners. As apprentices learn to work within interprofessional teams and in partnership with individuals, their families and carers in a range of settings, they will be prepared for the professional challenges ahead, as they develop new knowledge with high-level technical skills and ethical behaviours.

**Digital Literacy:** The design of the programme and use of multiple digital platforms and technologies, supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as “the capabilities that fit someone for living, learning, working, participating and thriving in a digital society” (HEE, 2017). This is integrated across all modules and in practice placements and apprentices are supported to develop these skills. Prior to entry to the programme, apprentices will complete a diagnostic assessment in Digital Literacy to identify the current level of proficiency and to ascertain if further support is required. Apprentices can access support via PMU Digital Innovation for further support. Digital Literacy skills are fundamental to academic success and future use of technology and impacts on ability to perform electronic documentation, to communicate, collaborate and search for information to support evidence-based practice (Harerimana, 2022).



The Digital Capacity Framework (Beetham 2015)

**Literacy:** The design of the programme supports continual development of literacy skills through listening, reading, speaking and writing skills and underpins development of effective communication and relationship management skills. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will be encouraged to submit drafts and respond to feedback to continually improve academic work, and will develop additional literacy skills through a range of activities and assessments, including group / team work and presentations.

**Numeracy:** The design of the programme supports continual development of numeracy skills through developing mathematic proficiency, understanding the number system and reviewing various units of measurement as well as collecting, presenting and interpreting data. Apprentices will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Apprentices will engage in practical sessions included within each module to develop awareness of the use of numeracy in healthcare practice and its significance, developing confidence and competence in preparation for their Drug Calculation assessment.

**Technology Skills:** Apprentices will have the opportunity to develop their technology skills both in clinical practice and also through simulated learning using patient monitoring equipment and will develop their knowledge of patient safety and accountability when using medical devices and professional responsibility to develop competence through appropriate education and training. Apprentices will be able to handle equipment and learn to apply correctly and engage in professional discussions around interpreting clinical data and when to escalate in the event of a deteriorating patient.

#### **Safeguarding, the Prevent Duty and the Equality Act 2010 for Nursing Associate Apprentices**

The programme will provide apprentices with information for safeguarding (not limited to children and at-risk adults) and the prevent duty, for them as individuals, and their 'people who use services', and for their time at Plymouth Marjon University, in the workplace or on placement, and, where appropriate, outside of study and work.

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty. The Prevent duty's scope includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics as set out in the Equality Act. Effective learning and work take place in the practice-based learning environment, during lectures and seminars, as well as in simulation and workshops, where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics.

Apprentices at Plymouth Marjon University will be actively aware of the need to ensure that no individual in the protected group is discriminated against during university study days and in the practice-based learning setting. The protected characteristics are:

- Age
  - Disability
  - Gender Reassignment
  - Marriage and Civil Partnership
  - Race
  - Pregnancy and Maternity
  - Religion or Belief
  - Sex
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- Sexual Orientation

### **British Values and the Equality Act 2010**

For all level 5 apprenticeships, the curriculum includes the Prevent strategy's requirement for the need to focus and reinforce British Values. Throughout the programme, apprentices will also be required to learn and demonstrate the knowledge, skills and behaviours of British values. This is to ensure that apprentices understand the importance of mutual respect and that studies fully prepare apprentices for life in modern Britain. In 2014 the government set out the basic definitions of British Values as follows:

- Democracy - An understanding of how citizens can influence decision-making through a democratic process.
- The rule of law - An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety.
- Individual liberty - An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- Mutual respect - An understanding of the importance of identifying and combating discrimination.
- Tolerance for those of different faiths and beliefs - An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminating behaviour.

**Interprofessional Learning:** The programme aligns to the Plymouth Marjon University Interprofessional Learning Strategy 2022-2025 with the aim of developing a “gold standard for the delivery of effective interprofessional learning to prepare a healthcare workforce that is able to work collaboratively across professional boundaries; to provide sustainable, patient centred healthcare; and to address the needs of local, national, international and global health challenges”. Thus, the programme is designed to support development of underpinning knowledge, skills and professional attributes to equip and prepare newly registered nursing associates to effectively contribute to integrated care. This will be achieved through development of three main competencies consistent with The Framework for Action on Interprofessional Education and Collaborative Practice developed by the World Health Organisation (WHO, 2010) which include:

1. Exposure
2. Immersion
3. Competence

**Exposure Level:** This is where students are introduced to the principles of interprofessional and collaborative practice during their first module, TNAC02 Foundations of Nursing Associate Practice where they will learn about the importance of the integrated team to promote truly holistic, safe and effective, high-quality, person-centred care. Students from across the School of Health and Wellbeing will introduce nursing associates to their future professional roles and their purpose and function within the integrated team, and vice versa. This will provide all students with the opportunity explore each other's roles, to ask questions and to start developing relationships with peers and future colleagues.

**Immersion:** Following introduction to practitioner roles within the interprofessional team, students will continue to develop their knowledge through practical activities which will include learning across platforms, and include exploration, reflection and discussion. Students will be

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encouraged to refer to their experiences in clinical practice and to share these with their peers, exploring what has gone well and why and also recognizing the challenges within contemporary healthcare and how these might be addressed. These activities will enable students to develop effective communication skills, essential to teamwork and person-centred, safe care, whilst deepening their understanding of each other's contribution.

**Competency:** This is where learning is consolidated and is a continual process within clinical practice and placements. To develop competence, nursing associate students will be required to schedule 'Spoke' placements with other professionals within their team whilst on Practice Placement and will include reflections on their learning which will be recorded in their Professional Practice Portfolio. They will also be required to receive feedback to show where they have 'shadowed' and worked alongside professional colleagues and through professional discussions, will be encouraged to explore implications for their own practice.

**Schwartz Rounds:** To further promote and embed interprofessional learning, the programme team are looking to implement Schwartz Rounds which provide a structured space for students to come together to discuss the emotional aspects of their work and which can support their capacity to deliver compassionate care in challenging times. The Rounds enable students to have greater insight, compassion for and appreciation of the roles and work of other healthcare professionals, making an important contribution to interprofessional learning through increased awareness of other healthcare professions' roles and the importance of working as a team. Schwartz Rounds can also contribute to the development of students as global citizens and help to prepare them for clinical practice. Anecdotal evidence suggests that attending Rounds as a student promotes a career-long approach to professional life that includes reflection on and processing of the emotional impact of work in health and care.

The Point of Care Foundation provides training for university staff and once completed, students from the School of Health and Wellbeing, will be able to attend to hear experiences of practice incidents or episodes of care from a panel of usually 3-4 learners and/or staff, share reflections and give feedback. Two trained facilitators' will co-ordinate the Round and refreshments will be provided prior to its start, to encourage engagement and participation.

The approach to teaching and learning on the programme is activity based using a variety of teaching and learning strategies for maximum engagement through inclusive and supportive environments which accommodate different learning styles and prior student experiences, These comprise a structured teaching programme within which a variety of teaching methods will be used including:

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Method	Description
<b>Blended Learning</b>	Blended learning integrates technology and digital media online learning with traditional lecturer-led classroom activities, giving learner more flexibility to customise their learning experiences.
<b>Clinical Simulation</b>	This will include small groups of learners in the clinical simulation suite with lecturer/practitioners to develop new clinical knowledge and practical skills in relation to the assessment, planning, implementing and evaluating of nursing care using technical high-fidelity 'virtual patients' across a range of healthcare settings.
<b>Coaching and Mentoring</b>	This is particularly relevant in simulated learning where apprentices will be coached to apply their new clinical knowledge and practical skills to assessing, planning, implementing and evaluating nursing care of 'virtual patients' with qualified members of the programme team and colleagues from clinical practice mentoring throughout the process.
<b>Guest Speaker</b>	Using specialists from the field or representatives from the People who use services group to present to apprentices.
<b>Guided Independent Learning</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
<b>Interprofessional Learning</b>	Interprofessional education and learning refers to occasions when learners from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare.
<b>Lecture</b>	Subject introduced and delivered by the lecturer/practitioner in a specific time which transmits information.
<b>Peer Learning</b>	Peer learning is the process of apprentices learning with and from each other. This is usually facilitated through teaching and learning activities such as learner-led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.
<b>Personal &amp; Professional Development Planning</b>	Apprentices take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
<b>Practice Based Learning</b>	Practice-based learning is a term used to describe learning undertaken while on placement. It's where nursing and health profession learners apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners.
<b>Seminar</b>	These are an opportunity for apprentices to have a non-lecturer/practitioner led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection tasks, for example
<b>Tutorials</b>	One-to-one teaching (apprentice to lecturer/Practice Educator) usually for counselling purposes based on the student's work. This includes VLE (Virtual Learning Environment) based exercises and other software.

<b>Workshops</b>	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
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## 6.1 Learning Enhancement

**Learning for Future Study and Employment:** We will engage our apprentices in learning activities and experiences that reflect and replicate how they will work and collaborate in the health, care and nursing professions they are preparing for. As an apprentice progresses through the programme, they will engage in activities that will help them to further transition into both the working environment and future programme of study.

**Learner Choice and Personalisation:** Apprentices will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake. This extends to what apprentices focus on and produce for part of their assessed work, in their argumentative essay submission.

**Provision of a Connected Learning Experience:** We will create opportunities within the programme for apprentices to engage and learn with peers inside and across the professional community to which they belong or will come to join.

**Evidence Based Practice:** Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to both effective educational and clinical practice, through feedback received from our apprentices and clinical programme leads and evidence relating to their engagement and success.

**Assessment and Feedback for Learning:** Assessment practice will be rich and varied and place an emphasis on apprentices undertaking an assessment that presents relevant learning opportunities as well as supports entry on to future study programmes. Formative assessment and feedback allow apprentices to reflect upon and refine their work, with feed forward opportunities supporting apprentices in making decisions in how they progress within their future studies.

**Active and Creative Use of Technology:** Active and creative use of technology will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing apprentices to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.

**Supporting Professional Development in Learning:** We will provide a range of opportunities for our apprentices to engage in relevant professional development activities that are focused on enhancing and sharing effective learning, in addition, clinical facilitators who engage in teaching practice, are directly supported to enhance student learning.

## 6.2 e-Learning

In 2017, Health Education England (HEE) published their Digital Capacity Framework stating the importance of developing a technology competent workforce to improve care. The programme team also recognise the increasing contribution that digital resources make to the learning experiences of apprentices. Thus, to help develop and embed these skills, the team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support student development and

to ensure they engage with digital technologies within modules across the two years of the programme. Apprentices will have open access to extensive computer facilities within the University to support their studies.

To further support the development of digital literacy and technological competence, a blended learning approach uses a range of platforms including Canvas, flipped classroom and e-learning packages including Elsevier's A&P Connect, Laerdals vSim/ Simtatics SimTutor and an electronic workbook (InPlace/ARC Technology). Regular practice using Safe-medicate/Sn@p AE, will develop self-confidence in applying healthcare numeracy skills to clinical assessment and competence in drug calculations for safe administration of medicines. To further develop knowledge and skills in medicines management and other essential skills, apprentices have access to clinicalskills.net . Canvas is used for all modules for directed and e-learning activities including links to the 'e-learning for health' hub provided by Health Education England (HEE) which is an eLearning platform for healthcare practitioners with over 450 programmes and includes preventing falls in hospital and cultural competence.

## 7. Modes of Assessment

An integrated approach will be taken to ensure assessment is appropriate, valid and reliable and aligns to module learning outcomes. Academic assessment facilitates the integration of theory with professional practice, many of the programmes assessments will draw upon practice learning experiences or utilise a scenario-based approach. Both formative (informal and developmental) and summative (formal) assessment strategies will be incorporated. A learner centred combination of assessment strategies will be utilised, whereby all summative assessment will be constructively aligned to the modular learning outcomes, whilst ensuring the development of key, transferable, employment skills.

Student Nursing Associates are supported in practice placements by qualified Practice Supervisors and formally assessed in the practice setting by qualified Practice Assessors in accordance with the NMC (2018) Standards for student supervision and assessment using the NMC approved England Nursing Associate Practice Assessment Document (NAPAD) and On-Going Achievement Record (OAR). The documents are mapped to the Nursing Associate proficiencies and skills annexes (NMC, 2018), which are generic in nature and must be achieved by all Nursing Associates at the point of professional registration. The England NAPAD contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The England NAPAD is Pass / Fail only, with the summative assessment-taking place at the end of each year. The Practice Assessor confirms achievement of nursing associate proficiencies and relevant programme outcomes for practice learning. This is in agreement with the allocated Academic Assessor from the programme team.

In addition to the England NAPAD, all apprentice Nursing Associates are expected to maintain a Professional Practice Portfolio which is formatively reviewed by Practice Assessors and summatively assessed by the Academic Assessor for each Year (Part) of the programme. The Professional Practice Portfolio facilitates the apprentice Nursing Associates' to demonstrate achievement of the generic proficiencies and skills and will be reviewed at Tripartite Review meetings

Method	Description
<b>Academic Poster Presentation</b>	This form of presentation using visual cues to highlight important findings and key discussion points. A poster presentation is 'as an experiential



	learning activity that stimulates curiosity and interest, encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding' (Handron, 1994, in Bracher, Cantrell & Wilkie 1998).
<b>Case study</b>	An analysis of a real-life example within health and social care related to the role of the Nursing Associate.
<b>ePAD; OAR &amp; Professional Practice Portfolio</b>	An online platform (InPlace) that contains the required documentation will be used by the student and their Practice Supervisors and Practice Assessors when they are in clinical practice. Feedback and formal assessments will help learners to develop their professional practice and evidence achievement of NMC (2018b) Standards of proficiency for nursing associates and Professional Values (NMC Code, 2018a) The eProfessional Practice Portfolio will include critical reflections related to formal assessments and include the Ongoing Achievement Record (eOAR)
<b>Essay</b>	A written response to a question based on synthesis and analysis.
<b>In Class Test</b>	Usually takes the form of essay questions, but also other forms, such as multiple-choice questions, short answer questions, and medication calculations or any combination, which are taken under examination conditions.
<b>Literature Review</b>	A process of accessing, reviewing and critically evaluating literature related to a specific topic, resulting in a piece of academic writing demonstrating in-depth knowledge and understanding.
<b>Numeracy and Drug Calculation Skills In-Class Test</b>	Short answer questions and numeracy problems relevant to healthcare numeracy and medication calculations, which are taken under examination conditions.
<b>OSCE</b>	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During Simulated Clinical Practice Exams, candidates are observed and evaluated in case scenarios.
<b>Placement Hours</b>	This relates to the number of hours achieved with direct experience in clinical practice where new learning is evidenced within practice development. Practice placement hours are calculated as on the job, protected learning time in the students usual area of work/role and from external placement.

### Apprenticeship: End Point Assessment

The End-Point Assessment for the Higher Apprenticeship commences with the Progression and Award Boards and finishes when Plymouth Marjon University makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments.

- Apprentices will be required to demonstrate they have completed the mandatory programme hours which includes a minimum of 460 hours in External Placements and 690 hours of 'Protected Learning Time'.
- The apprentice will also have successfully completed their Practice Assessment Document (PAD), this will have been signed-off by both their Practice and Academic Assessor.

## 8. Exemptions to University Regulations

- All assessment tasks of each module must be passed in order to pass the module.

- Apprentices are not permitted to trail failed work, or deferred work, into the next stage of the programme.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.

## 9. Clinical Practice Placement Learning

This professional programme includes allocation of practice placements in a range of healthcare settings to enable apprentices to apply and develop their clinical knowledge, practical skills and professional behaviours required to fulfil their future professional role as nursing associate registrants. Practice placements will be managed jointly by the employer and Clinical Education Placement Team and in partnership with other local healthcare providers. This programme is work-based and integrates academic and work-based learning through collaboration between employers and Marjon. Work-based learning recognises and values everyday experiences within the workplace as having the potential to learn through activity. As the learner progresses throughout the programme, they will become involved in new experiences and develop new knowledge and skills in order to become an effective, competent Registered Nursing Associate.

Work-based learning is recognised as a significant element of professional development and lifelong learning, (Gray 2001) and includes:

- Learning at work
- Learning through work
- Learning for work

It is this learning which is recognised, assessed and accredited from work at higher education level and so extends opportunities to adults who may not have engaged with further study. Mandatory practice learning equates to 50% of the programme hours for each year. The Nursing Associate programme requires completion of a minimum of 2300 hours overall. Apprentices will attend Study Days at University weekly and will be released by their employer for:

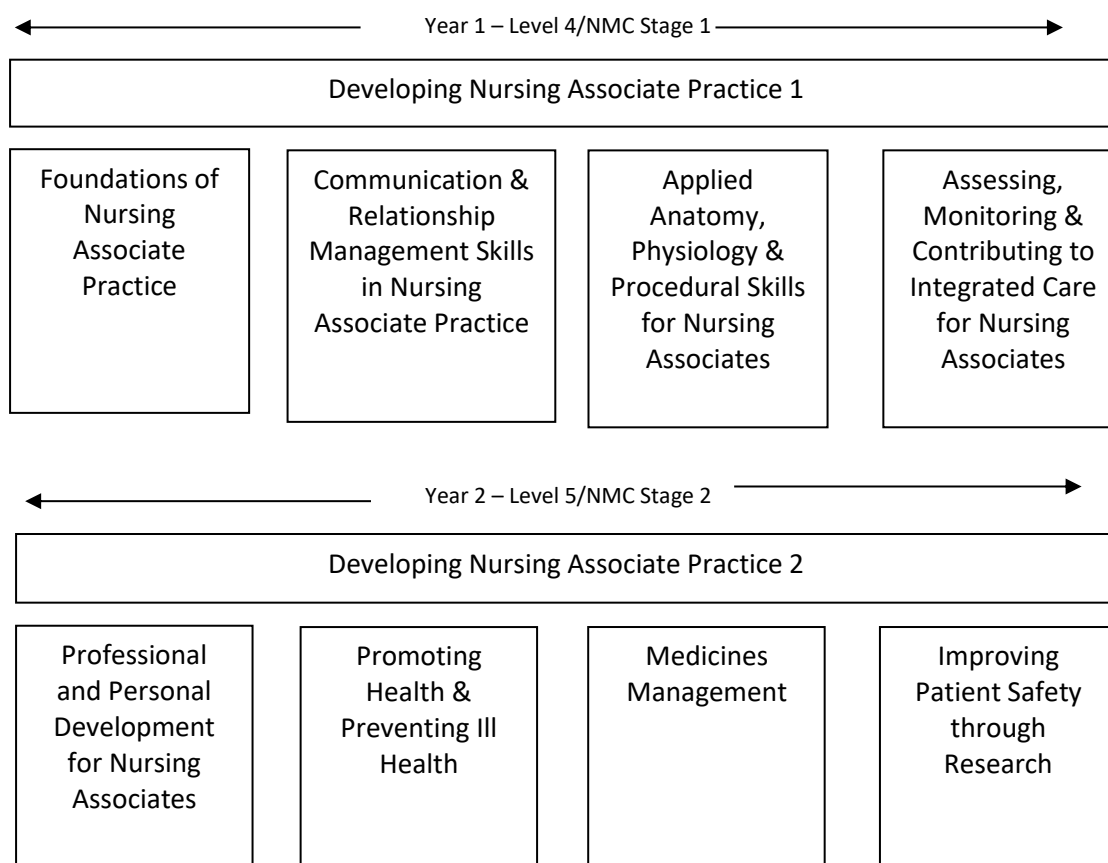
- a minimum of 20% in External Placements as assured 'Protected Learning Time' to develop the breadth of experience required for a generic role (460 hours over 2 years)
- 'Protected Learning Time' for the remaining 690 practice placement hours within the employing organisation

Suitable External Placements will be managed by the employer and University Clinical Education Team and is flexible to suit the needs of a range of employers. Employers will also implement a working model to support the required 'Protected Learning Time' to ensure apprentices have opportunities to develop and prepare for their future professional roles within the organisation. Apprentices should aim to gain experience across the branches of nursing including Adult, Child, Mental Health and Learning Disability to support development of their generic role. If an External Placement within specific branches of nursing is not possible, then experience can be obtained as 'Protected Learning Time' by following the 'Patient Journey' or through complementary 'Hub and Spoke' placement visits. Apprentices will be supported by a Practice Supervisor, Practice Assessor and Academic Assessor. All practice learning hours, including skills and simulated learning must be formally recorded and verified

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## 10. Programme Structure

Each level of study consists of five modules: one 40 credit module and four at 20 credits. An apprentice must complete 120 credits at each level. All apprentices will be provided with the University regulations and specific additions required for accreditation by the professional regulator. Apprentices who exit the programme at the end of stage 1 and who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education.



### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">TNAC01</a>	Developing Nursing Associate Practice 1	40	100% Coursework	Semester X All Year	Compulsory	Non- Condonable
<a href="#">TNAC02</a>	Foundations of Nursing Associate Practice	20	100% Coursework	Semester A Module 1	Compulsory	Non- Condonable
<a href="#">TNAC03</a>	Communication & Relationship Management	20	100% Coursework	Semester A Module 2	Compulsory	Non- Condonable

	Skills in Nursing Associate Practice					
<a href="#">TNAC04</a>	Applied Anatomy, Physiology & Procedural Skills for Nursing Associates	20	100% Coursework	Semester B Module 3	Compulsory	Non-Condonable
<a href="#">TNAC05</a>	Assessing, Monitoring & Contributing to Integrated Care for Nursing Associates	20	100% Coursework	Semester B Module 4	Compulsory	Non-Condonable

### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">TNAD01</a>	Developing Nursing Associate Practice 2	40	100% Coursework	Semester X All Year	Compulsory	Non-Condonable
<a href="#">TNAD02</a>	Professional and Personal Development for Nursing Associates	20	100% Coursework	Semester A Module 1	Compulsory	Non-Condonable
<a href="#">TNAD03</a>	Promoting Health & Preventing Ill Health	20	100% Coursework	Semester A Module 2	Compulsory	Non-Condonable
<a href="#">TNAD04</a>	Medicines Management	20	100% Coursework	Semester B Module 3	Compulsory	Non-Condonable
<a href="#">TNAD05</a>	Improving Patient Safety through Research	20	100% Coursework	Semester B Module 4	Compulsory	Non-Condonable

Key: Semester X = A & B

- All modules are non-condonable in line with NMC (2018) standards

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

#### Threads Level 4

Module Code	Module Title	Thread
TNAC01	Developing Nursing Associate Practice 1	b,c,d,e,f,g,h,i,j,k
TNAC02	Foundations of Nursing Associate Practice	a,b,e,f,h
TNAC03	Communication and Relationship Management Skills	a,c,f,h,i,j,k
TNAC04	Applied Anatomy, Physiology & Procedural Skills for Nursing Associates	a,b,c,f,i
TNAC05	Assessing, Monitoring & Contributing to Integrated Care for Nursing Associates	a,b,c,d,e,f,g,h,i

#### Threads Level 5

Module Code	Module Title	Thread
TNAD01	Developing Nursing Associate Practice 2	a,b,c,d,e,f,g,h,i,j,k
TNAD02	Professional and Personal Development for Nursing Associates	a,c,d,f,h,i,j,k
TNAD03	Promoting Health & Preventing Ill Health	a,c,d,e,f
TNAD04	Medicines Management	a,b,c,d,e,f,g,h,i,j
TNAD05	Improving Patient Safety through Research	c,d,g,h,i

- a. Evidence Based Practice and Research
- b. Clinical Skills
- c. Equality & Diversity
- d. Public Health and Health Promotion
- e. Health Physiology and Disease
- f. Communication Skills, including effective inter disciplinary communication
- g. Law and Ethics
- h. Professional Development and Practice
- i. Leadership, inter disciplinary and inter agency working
- j. Employability
- k. Resilience and Self-Care

### 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Nursing and Midwifery Council (NMC)

Apprentices are advised that they have five years in which to register their award with the NMC. In the event of an apprentice failing to register their qualification within five years they may be required to undertake additional education and training as specified by the NMC.

### 12. Professional Advisory Group

A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice

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learning, practical and practice teaching and practical and practice assessment, the operation and monitoring of these, and relevant external considerations.

### 13. Academic Progression Opportunities

On successful completion of the foundation degree and higher-level apprenticeship, graduates can progress onto further study at other institutions, to qualify as a Registered Nurse, either as an apprentice or as a direct entrant via self-funding. Graduates may apply for Recognition of Prior Learning (RPL) of up to 50% on NMC approved nursing programmes with the potential to compete their studies within 18 months - 2 years.

Because of the generic role of nursing associates where they are able to support registered nurses across the 4 branches of nursing, graduates may potentially progress to the following programmes

- BSc (Hons) Nursing (Adult)
- BSc (Hons) Nursing (Child Health)
- BSc (Hons) Nursing (Mental Health)
- BSc (Hons) Nursing (Learning Disability)

### 14. Employability and Career Progression Opportunities

Individuals who are successful graduates from the Higher Apprenticeship and who are registered with the NMC, may apply for a band 4 role as a 'Nursing Associate'

**Employability skills may include:**

- **Active learning and reflective practice** – apprentices are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Critical thinking and analysis**- apprentices have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving**– apprentices are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence**- apprentices are able to motivate others to act towards achieving a common goal
- **Emotional intelligence**– apprentices are able to recognise and manage their emotions, and the emotions of others, both individually and in groups
- **Reasoning, problem-solving and ideation** – apprentices are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – apprentices are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

**Digital Skills:**

- **ICT Proficiency and Productivity**–apprentices are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that
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are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)

- **Digital Collaboration, Participation, Communication**—apprentices are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Digital Problem Solving, Creation & Development**—apprentices are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity**—apprentices understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter) in accordance with NMC Guidance on social media use.

## 15. Support for Apprentices

The University recognises the value of the whole learning experience within Higher Education and apprentices have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Apprentice support and guidance is further promoted by the following:

- Personal Development Tutor for all learners in the University
  - Academic tutorial staff, including programme leaders, module leaders, module teachers and tutors
  - Extensive library, and other learning resources, and facilities
  - Library and study skills guidance material
  - Programme handbooks, and module guides
  - The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
  - On-campus Nursery provision
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In addition to this, apprentices are supported through Tri-Partite Reviews every 12 weeks, or more if necessary. Tri-Partite Reviews are an auditable requirement of the Education and Skills Funding Agency (ESFA) and include a thorough review with the apprentice, the employer and a member of the University Apprenticeship Team. The Tripartite Review focuses on the health and wellbeing of the apprentice and their academic and practical progress, identifying any areas of concern or changes in personal circumstances. These are normally scheduled with employers and apprentices at the beginning of the academic year and may be conducted somewhere private in the workplace, or via MS Teams. Where possible, apprentices will be allocated a Reviewer for the duration of the programme.

Apprentices will be asked to bring their Professional Practice Portfolio with them to review critical reflections and to consolidate their learning through professional discussion. Apprentices will also need to provide their Record of Clinical Practice Hours including 'Protected Learning Time' and External Placements. The knowledge, skills and behaviours included in the Nursing Associate (NMC, 2018) Standard (IfATE, 2019) will also be reviewed and goals identified to promote further development and progression in preparation for the End-Point-Assessment (EPA) at the end of the programme.

## **16. Apprentice Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year apprentices will be invited to participate in the National Student Survey (NSS).

## **17. Other Stakeholder Feedback**

The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners (PLP) and employer learning partners (ELP) from across the health and care sector, including representation from the acute, community, primary, social and private, voluntary and independent sector. The voice of newly qualified Nursing Associates who have recently completed programmes with employers as well as that of those 'people who use services' were all importantly included in the scope and design of the programme.

## **18. Quality and Enhancement Mechanisms**

The quality of the learner experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Learner achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate learner feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle. The Clinical Education Team provide quality assurance through two-yearly Placement Education Audits and learner placement feedback, the results of which are shared with employers / practice partners.

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